**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_M.McEnally\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_6 ELA\_\_\_ **Date:**\_\_Day2\_Task 2\_\_\_\_\_\_\_

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| **Unit Title: Unit 1: Perspective and Point of view** | | **Corresponding Unit Task: Task 2** PAPA Analysis of speeches |
| **Unit EQ(s):** | How do readers compare text across genres? How do authors/speakers use writing/speech to convey ideas? | |
| **Essential Vocabulary** | Rhetoric, speaker, point of view, argument, purpose, persona, figurative language | |
| **Materials/Resources** | Dr. MLK Jr.’s “I Have a Dream”, PAPA analysis | |
| **Activating Strategy/ Bell Ringer** | Word Splash-  Civil Rights  Ci  What are civil rights? | |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**  X Modeled  Shared  X Guided Practice  X Independent | **Common Core State Standards:**  **RI.6.9-** Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **L.6.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases….  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **W.6.9** – **Draw evidence from literary or informational texts to support analysis, reflection**, and research.  **I Can Statements:**   * Evaluate the use of rhetorical devices in a speech on civil rights. * Identify and explain key vocabulary words in the speech * I can identify the major themes and complete a PAPA organizer for the speech.   **Instructional Plan:**   * Teacher will lead class in discussion of bell ringer. * Teacher will provide background on MLK’s civil rights speech through the use of KWL notes. * Class will review PAPA speech analysis by using the speech power point.      * Teacher will preview vocabulary for rhetoric and speeches. Students will use context clues to determine meaning. * prosperity * languished * militancy * gradualism * Students will view MLK’s “I Have a Dream” speech on <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm> * As the students view & listen to the speech they will write down three key points using the Think Sheet: Active Listening (p.116) in the Holt Literature guide. The students will think-pair-share with their shoulder partners to compare ideas. They will pick their two best points and each write a main idea on a sticky note to post for a class poster. The teacher will lead the class in a discussion of the main ideas and understanding difficult vocabulary.      * Teacher will use the speech power point to review rhetorical methods and strategies (emotional words, figurative language, logical and ethical appeals, counter-arguments, etc.), audience, purpose, persona, and argument * Next, students will examine a copy of the text to analyze how authors use rhetorical methods and strategies to appeal to a particular audience. In cooperative groups, students will use the PAPA organizer to analyze rhetorical language in this speech. Students should annotate the text with any questions or comments. * Students will compare the two speeches in their groups. Ask the students to answer the following questions in their groups. They should cite textual evidence that supports their analysis and inferences using the organizer and building on the discussion used with the JFK speech.   + How do authors use language and words to create a powerful speech?   + How did each speech appeal to you emotionally?   + How did the speech flow from point to point?   + What specific words made you agree or disagree with JFK’s speech to the American public?   + How did figurative language in each text impact you as a reader?   + How does the audience influence how the author crafts a speech or text?   + What is each author’s point of view and purpose for writing each text and how is this purpose conveyed?   + How does each speech introduce, illustrate, and elaborate on the topic of civil rights? * Students will create a Wordle or Word Splash that conveys the author’s feeling or impact on the reader using tone words from the speeches. | |
| **Closing/Summarizing Strategy** | Review the major concepts of study: speech themes, vocabulary, PAPA,  Wordles | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Analyze another speech for rhetorical devices, PAPA or use the interview form (p.118 in the Holt Teacher Guide) to create an interview with MLK or JFK | Provide partially completed notes/power point | Allow for multiple listening, partially annotated or condensed version of speech |
| **Assessment(s)** | Class discussion, teacher observation, organizers, thumbs up/thumbs down | | |
| **Reflection** |  | | |